

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/363672286>

THE IMPORTANCE OF SELF-REGULATED LEARNING AND COGNITIVE AWARENESS STRATEGIES TO ENCOURAGE SPEAKING EFL PERFORMANCE

Conference Paper · September 2022

CITATION

1

READS

33

2 authors:



Ranta Butarbutar

Universitas Musamus

47 PUBLICATIONS 142 CITATIONS

[SEE PROFILE](#)



Seli Marlina Radja Leba

Universitas Musamus Merauke

19 PUBLICATIONS 117 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



CHALLENGES AND OPPORTUNITIES DURING COVID-19 PANDEMIC [View project](#)

THE IMPORTANCE OF SELF-REGULATED LEARNING AND COGNITIVE AWARENESS STRATEGIES TO ENCOURAGE SPEAKING EFL PERFORMANCE

Ranta Butarbutar
Universitas Musamus Merauke
ranta@unmus.ac.id

Abstract

The term self-regulation learning refers to the process through which students develop their own thoughts, feelings, and behaviors in order to better their own learning outcomes. However, in light of the students' EFL speaking encouragement, a small empirical study examines the relationship between social self-regulated learning and cognitive awareness. The study's goal became clear when the data was analyzed thematically. A top-down analysis was performed on the data received from the five participants. Massive oral communication in English as a foreign language (EFL) performance can be improved by encouraging students' self-and social-psychological elements.

Keywords: Self-regulated learning (SRL), cognitive awareness, speaking

INTRODUCTION

Even though English is a foreign language in Indonesia, teaching it as a foreign language is critical in this current environment. Indonesia's national curriculum, bilingual approach, debate competition, scholarships for students who want to study abroad, job interviews and international conferences all necessitate the use of English in this country. As a result, many people have taken numerous steps to improve their English language skills, including enrolling in synchronous and asynchronous courses and applying to colleges with an English major.

It is also critical to educate public speaking in the classroom (Ur, 2012). There are four abilities (hearing, speaking, reading, and writing): persons who know a language are called speakers, as if speaking comprised all other types of learning. She believes speaking is the most important of these four. The primary goal of most, if not all, language learners is to improve their ability to communicate verbally. It has been suggested that the role of the language instructor in the classroom is one of an organizer (Setiyadi, 2020). The instructor maintains discipline to the extent that an efficient learning environment is established. Incorporating more hands-on activities in the classroom and requiring students to communicate with one another and work together can help you achieve this goal.

Teaching spoken English in a group setting may help learners become fluent and accurate communicators, some experts believe. Student speaking practice is deemed essential by the authors (Goh and Burns, 2012) (Burns, 1998). Teaching spoken English holistically means that teachers and students can exchange and expand on ideas in a long conversation when they educate through dialogue, as Grugeon and colleagues (2014) reaffirm. As a result, rather than relying entirely on the framework provided by an expert or a text, students create their own. Students work together in pairs or small groups to complete a teacher-assigned exercise or assignment (Ur, 2012). For the same reason, Hammer (2001 and 2007) states that students' attempts to use any or all of the languages they are already familiar with provide feedback to the teacher and vice versa when speaking activities are used in the classroom. Both their successes and problems with their language are readily apparent to everyone; conversely, students need pairs in order to be successful in speaking activities.

The relationship between social self-regulated learning and cognitive awareness in light of the student's EFL speaking encouragement is examined in a restricted empirical investigation. The previous studies summarized the collaborative nature of teaching speaking work, whereas the current study focuses on SRL as a means of enhancing performance. The researcher in this case claims that there is a theoretical and observable research gap. Emotional self-regulation (from an individual perspective) and shared control of emotions (from a group perspective) are critical to understanding student interaction. As a result, students' performance can be affected by basic on-task social interactions and student roles (e.g., leader or teacher). For students to be able to engage in self-regulated learning, they must also establish reasonable objectives. However, five students in this study were able to use self-regulation and cognitive awareness to boost their speaking abilities. In the end, the study's findings are likely to be a valuable resource for anyone looking to improve their public speaking skills, as well as curriculum developers working with English as a second language. As an introductory topic, the study focuses on: What self-regulated learning and cognitive awareness aspects boost students' speaking performance?

Related Literature

Self-regulate learning (SRL)

Theories of self-regulated learning (SRL) look at how people manage their study habits and how it affects their academic performance and success. Self-regulated learners are encouraged to actively participate in the learning process rather than passively acquiring knowledge. Self-regulatory learning theories hold that self-awareness, goal setting, self-monitoring, purposeful tactics, and self-evaluation are all important regulators. According to (Zimmerman, 1989), a self-directed learning (SRL) definition is self-created ideas, attitudes and activities that are purposefully designed to help students achieve their goals. Since the notion of SRL is like a vehicle or gun's ammunition for a successful learning panacea, (Boekaerts, 1999) Learning success devices' descriptions; displaying how overlap routines are done jointly; and connecting learning performance structures directly for self, which includes motivation, desire, and goal setting, are all substantial SRL benefits, according to him. According to Richard and Rodger (2001), one empirical study, learner autonomy or learner independence is emphasized in line with SRL. As a result, students are more in control of their education and more accountable for their behavior in the classroom. Students monitor and evaluate their own progress. Students are a part of a community, and they gain information by interacting with their peers. Students lend a hand to their peers. The teacher, other students, and other educational materials are all sources of information for students.

It has been demonstrated (Boekaerts, 1999) that SRL has a significant impact on students' ability to learn. One of its effects is on our ability to select and synthesize components of our cognitions. Furthermore, according to Lemos (1999), the assumption that students select or value aims for themselves serves two important functions: guiding behavior toward the defined end-states as well as monitoring criteria for the evaluation of ongoing actions. Children who demonstrate high levels of strategic, adaptable behavior, as demonstrated by Dr. Levy, tend to behave in a sequential fashion (i.e., it consists of a series of connected activities). In contrast, students who show little or no initiative or who behave in a passive or disorderly manner are more likely to participate in short-term, segmental tasks. Self-regulated learning in the context of English as a foreign language (EFL) has been scientifically studied and documented. A brief summary of the paper can be found in the abstract (Nejabati, 2015). In the experimental group, the post-test administration of reading comprehension is superior to that of the control group. Writing, reading, and speaking are all improved by using Osturk's (2021) research results in a flipped SRL classroom. SRL, on the other hand, had no effect on listening abilities. Kavani and Amjadiparver (2018) suggest that SRL in six dimensions had a substantial impact on reading post-test scores in their study. Reading comprehension was successfully improved with the use of an experimental group intervention.

Self-Awareness

Cognition may be defined as the mental action or process of acquiring knowledge and understanding through the use of the mind, the senses, and the experience of thought. The term cognition refers to this kind of thinking. Many cognitive functions and processes are covered, including perception and attention; thought; knowledge creation; memory; judgment; evaluation; reasoning; calculation; problem-solving and decision-making; and language comprehension/production. New information is discovered and incorporated into cognitive processes (Dictionary.com). To improve one's public speaking, one must be conscious of one's own cognitive abilities and get support. As a result, earners have a choice in how they learn to help them improve their public speaking skills.

When it comes to (Aksan & Kisac, 2009), it appears that they are referring to the individual's comprehension of A person's ability to function well orally is determined by their ability to recognize and control the meaning they give to words. Cognitive awareness refers to a person's ability to learn how to learn, as well as their understanding of their cognition system and thoughts. It's a skill that can help students focus their attention on the topic at hand, to elaborate on an approach, to have them evaluate how much they know, and how much more they need. It also helps them plan what they'll do next, to observe what, to what extent and how much they've learned contemplation skills, to improve and adapt those skills as a way of life. Cognitive awareness has been found to be a critical component in the teaching and learning of English as a Second Language (ESL). Students' reading comprehension can be improved through cognitive awareness, as demonstrated by Aksan & Kisac (2009) and Nejabati (2015). They found that pupils who had a higher level of cognitive awareness before attempting reading comprehension had better performance. Increasing students' meta-cognitive comprehension of language elements has a substantial impact on the writing performance strategy, which is the evaluation process, according to Azizi et al. (2017). Using an approach that can assist students improve their writing in a shorter period of time, they found that students' meta-cognitive awareness of writing was still a problem for them.

Research shows that students can use cognitive awareness as a method to improve their communication skills in general. Some examples of effective actions include motivating, visualization for memorizing, repeating, drilling, thinking, assessing, organizing new language, summarizing, and predicting meaning from context. There are two ways to increase your cognitive awareness: cognitive and metacognitive tactics. A few examples of cognitive strategies include the way you think and the way you solve problems. Metacognitive methods include things like mind-mapping and other visual aids, association and mnemonics, and the use of hints or fragments to help you remember things. According to Suharno (2010), pupils learn to think critically and methodically before being taught to think more explicitly or with greater cognitive awareness.

Speaking Performance Successful

Speaking, according to Florez (1999), is the act of making meaning-expressing utterances in an orderly manner. In addition, he went on to emphasize that speaking is an interactive process of generating meaning that involves the creation, reception, and digestion of information. Considering the quality of our speech is something that most of us don't do because it is so commonplace. Thornbury (1999) also suggested that schools must become "talking classrooms" in order to effectively educate students how to speak. As a result, pupils will become more confident speakers if they are exposed to this type of speaking activation on a regular basis (and their speaking abilities will increase). A person who wants to communicate effectively must be aware of the socio-cultural environment in which language is used, as Bailey and Nunan (2005) found.

Succeeding in one's public speaking requires a combination of internal and exterior (social/environmental/technological) elements that are informed by a variety of considerations (Takeuchi, 1993). Cognitive awareness and the ability to regulate learning are also important psychological aspects. In addition, she looks into the role that cognitive and metacognitive aspects have in enhancing one's ability to communicate effectively. Cooperative experimentation is suggested in terms of social cognition, whereas metacognitive considerations focus on the use of functional and planning tools for speaking efficacy. For students, self-regulation is the process by which they consistently activate and sustain their cognitions, motives, behaviors, and affects to attain their goals in light of SRL and cognitive awareness (Zimmerman & Schunk, 2011a). This means that every attempt made by students to improve their speaking abilities must be regulated by them themselves.

There are at least three ways for language learners who desire to improve their speaking abilities, according to (Rubin, 1975). A few of the tactics that tend to be most effective are listed here. If you're a strong language learner, you may also be a good guesser, in the sense that you're able to store and retrieve information rapidly. He might hear a few words and then piece together the rest based on what he hears. He may look for signs of meaning in the subject matter, environment, or the attitudes of the speakers. Alternatively, he may be given a list of questions to guess at and instructed to go from general to specific in order to gain the most information possible from each one. (2) He is often willing to act ridiculous in order to communicate and get his message across. Writing new sentences will be a way for him to put his newly acquired talents to the test. An aptitude test's primary purpose is to identify the fewest possible characteristics that can predict success, thus it's vital to keep this in mind while discussing effective language learning methods later in this paper. In order to help the learner improve their talents, these strategies should be evaluated much more thoroughly.

METHOD

Qualitative research was used to create this project. Observations made during fieldwork, in-depth interviews, and written documents are all used to gather qualitative data. By employing naturalistic inquiry, qualitative researchers are able to generate rich narrative descriptions and case studies by investigating real-world environments. Qualitative research yields patterns and themes through inductive examination of numerous situations (Patton, 2005). Similarly, (Van Maanen, 1979) and (Merriam & Tisdell, 2015) emphasize that qualitative research design is an umbrella word spanning an array of interpretive methodologies that strive to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring events in the social environment," according to the definition of qualitative research. To put it another way, qualitative researchers want to know how people interpret and make sense of the world around them. Qualitative research was used because the researcher intended to get more information from the five participants and to do so in a more comprehensive manner. Other than that, the researcher is interested in understanding more about the distinctiveness of each participant's self-regulation learning and cognitive awareness. Since the researcher is primarily responsible for collecting and analyzing data, an inductive approach is used, with the end result being primarily descriptive (Merriam & Tisdell, 2015).

Specifically, the researcher used a qualitative research methodology that focused on significance, importance, and understanding self-regulated learning and cognitive awareness of learners in order to encourage their speaking ability. According to (Robbins & Patton, 1985)'s argument, this is an endeavor to understand the full situation as part of a specific context and the relationships that take place inside it. Rather than trying to predict what will happen, this study seeks to gain an understanding of the setting and the people who inhabit it, as well as their experiences, feelings, and motivations within it, so that it can be communicated to others who might be interested in learning more about this particular setting. Investigations are conducted to acquire a complete picture of the situation.

Participants

Five students from various faculties took part in the research. In total, there are five students: one from the English Department, one from the Physics Department, two from the Economics Department, and one from the Indonesian Language and Literature Department (initiated #P5). They are numbered from one to five. demographics of the students, in the form of the following data: She was a young lady in college. At the time, she was a young woman of 21 years old. She also worked on her English outside of the classroom with her school's club. She and her classmates

were able to join the English Club because they wanted to improve their speaking skills outside of the classroom. Three to five students were required to make up a club. A twenty-year-old woman from the department of Physics Education was therefore the subject of #P2. Only in the classroom did she master the language. She was able to enhance her communication skills, though, by regularly tuning in to YouTube channels. When she was in high school, she was a frequent participant in English debates. Despite the fact that she was not a member of the English faculty, she made a concerted effort to improve her language skills. It was interesting to see how she always used English terms to describe physics concepts. There were also two students from the Economics Department, #P3 and #P4. At the time, they were both twenty-years-old and in their third semester of college. At home, they studied English on their own and took online courses like the Test of English as a Foreign Language (TEFL) (TOEFL). Because of this, kids had pen pals in other countries like America, where they exchanged letters (USA). They frequently engaged in conversation, chat, and emailing as a way to improve their language skills. She was a twenty-year-old woman from the Indonesian language and literature department, participant number P5. As a debate coach, she is frequently called upon to teach English in regional and national tournaments. Since she was in junior high school, she had been interested in learning to speak English. This girl went to a spelling bee event. The five participants, on the whole, spoke Indonesian as their primary language. It is important to recall that they were selected to represent the University (NUDC) of Musamus Merauke, District of Merauke, Province of Papua, Indonesia, in the national university debating championship. These people were selected because of their unique preparation, techniques, and motivations for attending and participating at NUDC.

Data Collecting

In Merriam & Tisdell's (2015) definition of data, they state that it is simply a collection of random bits and pieces of information. Attendance in a class might be quantifiable, or it can be intangible and impossible to measure and define. Researchers' and investigators' interests determine whether or not something becomes data in a research project. When it comes to students' conduct outside the classroom, cafeteria activity patterns may be of interest to researchers even if they are of little interest to students, staff, or instructors. Qualitative data is data that is offered in the form of words, whereas quantitative data is data that is presented in the form of numbers. Direct quotations from people about their experiences, opinions, feelings, and knowledge obtained through interviews; detailed descriptions of people's activities and behaviors "recorded in observations; and excerpts or entire passages" extracted from various types of documents are examples of qualitative data (Patton, 2002b).

The researcher interviewed five people at various times and locations in an unstructured interview. With an unstructured interview, the goal is to elicit, observe, and analyze as much information as possible from the interviewee. Using interview protocols and a cell phone to record the interviews, the researcher was able to conduct the study (Gromik, 2012). Making a promise to participants in accordance with their free time and preference setting; and (2) encountering the interview as a discussion person to person organically were some of the processes we followed for the outstanding interview (Merriam & Tisdell, 2015). In order to make participants feel comfortable, free of stress, nervousness, and boredom; (3) we interviewed in a natural, flexible style, without using any official symbols, and most importantly we treated each other as if we were old friends; A single interview lasted one hour and forty minutes. To answer the question, "what are self-regulated learning and cognitive awareness factors to support students' speaking performance?" and to ensure that this question is a kind of effective intervention, we checked it against Van Maanen (1979)'s good question interview features."

Data analysis

Data analysis is one of the few, if not the only, aspects of qualitative research where there is a preferred method. The investigator knows what the problem is and has chosen a purposeful sample to collect data to address it at the start of a qualitative study. The researcher, on the other hand, has no idea what will be discovered, what to focus on or who to focus on, or what the final analysis will be like. The final result is formed by the data gathered and the analysis that occurs throughout the process. The data might become unfocused, repetitive, and overwhelming without constant analysis due to the sheer volume of stuff that needs to be handled. Data that has been examined while being collected is both cost-effective and insightful. The process of making meaning of data is known as data analysis. Making sense of data entails combining, reducing, and interpreting what others have said as well as what the researcher has seen and read; it is a process of interpretation(Merriam & Tisdell, 2015).

Regarding the research quest as mentioned preceding, the study carried out thematically analysis (Werang BRW & Radja Leba, 2022). This analysis is in line with (Boyatzis, 1998) (Clarke et al., 2015) comparatively, for getting close to self-regulated data, we adopted (Csizér & Dörnyei, 2005)'s self-regulation verification. Data were managed, coded and categorized the experiential orientations. As suggested by (Clarke & Braun, 2013) experiential orientations focus on what participants think, feel, and do, and are based on the theoretical idea that language reflects reality (either a single universal reality or a participant's perspectival reality).

We organize the data (perceptions) that were coded in the first cycle into relevant themes in line with the study objectives in the second cycle,

and then we focus to data dionlay. We went over each transcript, coding every chunk of text that looked to relate to our research questions. We performed this by hand, using highlighters on hard copies of transcripts. The following are some samples of what we performed in the second turn in terms of SRL (see table 1).

Table 1. Self-Regulated learning and Cognitive

Questions of interviewer	Participant's point of view	Opening code	Themes
Could you tell me a little bit more about your interest in speaking English and how your efforts into fluent in speaking performance?	I like speaking English very much. I am so enthusiastic to practice my spoken ability when I saw a foreigner come to my village. I tried to talk with him	<ul style="list-style-type: none"> • being fluent in spoken English • be a better English debater 	Goal settings
	English arose my interest since I watched former President Obama deliver his speech from Internet Voice of America (VOA). Besides, I was full delighted to express my speaking ability when I was joining as National University Debate Champion (NUDC)'s delegation of my department	<ul style="list-style-type: none"> • Prior experience • Being an English debater delegation 	<ul style="list-style-type: none"> • Metacognition factors • Goal setting
	I was interested in speaking English well because I like singing. I always watch top-tier English song lyrics. I recorded my voice while I sang my favorite English song such as "You are the Reason" Butarbutar, R., & Andy Fenanlampir, C. (2019).	<ul style="list-style-type: none"> • Daily habits • Hobby • Self-instruction • Self-commitment 	<ul style="list-style-type: none"> • Metacognitions • Supported vicarious or environment
Regarding your perception, how to activate learners' self-regulated and cognitive awareness to encourage their speaking performance?	To the best of my perception, to activate my SRL, I am concerned with my goal setting, I am focusing that English spoken is potential encouragement the to face growth of technology.	<p>Growth technology challenges</p> <p>Self-reinforcement, self-evaluation</p>	Goal setting
	According to me, speaking English is crucial due to its position as one of the foreign languages in Indonesia. And, to encourage me of SRL, I selected printed English topics for debating namely in terms of economy and business, current issues, global warming, etc. I use the Oxford English dictionary to crosscheck the meaning of new words, whereas for improving pronunciation I listen to an online pronunciation checker.	<ul style="list-style-type: none"> • English function • Prior experiences • Self-instruction • Personal efforts 	<ul style="list-style-type: none"> Cognitive awareness Verbalization
	In my best practice, to encourage my speaking performance better I tried to answer my teacher's questions in English, I talked to myself in front of the mirror and recorded and repeated more and more.	<ul style="list-style-type: none"> • Self-awareness • self-monitor 	Metacognitive
	In my experience, I activated my English spoken because I would like to deliver a good speech while I am conducting g international	<ul style="list-style-type: none"> • Self-motivation • Self-doing task 	Volitional

presentation. Besides, I would like to apply for a foreign scholarship traveling of course.

According to my point of view, to encourage my speaking better I wrote my time table namely in every Sunday Evening I watched BBC news live streaming. It is intended to update my knowledge and information globally.

- Weekly activities Cognitive awareness
- Self-effort
- Technology Environment facility
- Up-date and upgrade the knowledge

What are learners' efforts do to evaluate their SRL and cognitive awareness?	In my experience, "Students can self-manage tasks and homework" I always use my hand gestures to retrieve forgotten vocabularies for example use my finger to count them. The self-setting goal, self-reinforcement if they got good scores	Self-effort	verbalization
	Self-evaluation for example took online TOEFL test for upgrading their competence.	Taking online test	Seeking information

Trustworthiness

Because of the importance of criteria like trustworthiness, dependability, transferability, and conformability, it may be difficult to present the findings of the study in a systematic way. Credibility is the most significant quality of trustworthiness because it needs the trustworthiness of others. Credibility, reliability, transferability, and conformability are all crucial aspects to consider when reporting the study's findings in a systematic manner. For this reason, credibility is seen as the most critical factor in establishing trustworthiness among the other three components. The credibility of a study is determined by its accuracy. Triangulation and member verification are the most commonly used procedures in qualitative research to determine the reliability of data. In order to ensure the study's credibility, we used participants' confirmation, which allowed them to fix errors and contest information they believed to be incorrect. We used the member-checking technique by distributing the interview transcripts to the participants of this study and soliciting their feedback (Creswell, 2007). The responses of the study participants proved that the transcription accurately reflected their views.

RESULTS AND DISCUSSION

As previously stated, Zimmerman and Schunk's (2001) theory of cognitive development (Z&S) and self-regulation learning (SRL) are overcoming the research topic. Self-regulation is much more concerned with academic success than it was in the past. The concept of "self-regulated learning" describes how students use a combination of cognitive, motivational, and behavioral strategies to help themselves succeed academically. There is a pressing need for theories that can address students' self-awareness as well as their cognitive awareness in order to effectively address today's severe educational issues, such as poor facilities and high dropout rates. The following is evidence of their development:

Achieving a goal

According to the findings of the study, students' ability to communicate effectively may be enhanced through the use of effective goal setting. Success in speaking is felt by students who believe that they can develop and tackle difficulties in their speaking through the pursuit of worthwhile objectives. P3's English speaking has improved as a result of goal setting, as seen by her statement, "I activated my English speaking because I want to deliver a nice speech while I am conducting an international presentation." P3 Apart from that, I plan to apply for a foreign scholarship and take some time off to see the world. Four mechanisms or mediators are involved in the relationship between objectives and performance. A greater amount of work and/or perseverance is required to achieve goals that are somewhat demanding, easy, or vague. Goals direct attention, effort, and action toward activities that are directly related to the goal, while disregarding ones that are not. Because performance is a combination of ability and motivation, achieving goals necessitates mastery of the required task knowledge and abilities. In some cases, a goal might simply push people to use their present abilities, or it can encourage people to explore new knowledge by automatically "drawing" task-relevant information into their awareness. This is the most usual reaction when confronted with a new and challenging task.

Metacognition has a role in a person's success

When we talk about metacognition as "thinking about our thinking," we're on to something. "Knowledge and cognition about cognitive phenomena" is characterized as "metacognition" as a psychological concept. For many years, it has been widely acknowledged

as being critical to the success of numerous educational undertakings. As a result of an individual's metacognitive capacity, they are able to regulate their own learning processes by reflecting on, planning and analyzing their own learning processes as well as putting in place suitable methods to solve any concerns that may develop. The educational world has paid close attention to the relationship between metacognition and academic success. For example, metacognition is a type of SRL and cognitive awareness that is described in the excerpt and participant #1, # P1. As a result of my preparations prior to attending NUDC in 2018 and 2019, I was able to get a spot on a debate delegation. At the moment, that was my goal." Extractions from the study include: P5: To better myself in English, I completed the online TOEFL; P4: I watch BBC English news to improve my language skills. an effort to keep track of and control the various cognitive objects and data sources upon which these processes depend, often in order to achieve a certain goal or outcome (Butarbutar, R. 2020, 2021, 2022).

Factors in the environment

Self-regulation methods like modeling or verbal persuasion have been studied in depth by theorists of social cognition theory. The task's nature and context have also been widely analyzed by researchers. Students take charge of their own learning in four distinct stages: When completing a task, they look about to see if they're being influenced by anything other than the activity itself. In order to accomplish their goals, they define goals and devise strategies. Three (3) They take action to implement their ideas, monitor progress, and make modest revisions as necessary. In addition, if progress toward goals is slowed, stagnant, or otherwise unacceptable, they evaluate components from the previous three phases and consider essential, strategic modifications to knowledge and action. Environmental influences were considered from a #P2 standpoint, according to the research. "For English to maintain its status as a foreign language in Indonesia, I believe that fluency in the language is essential." For my own encouragement, I chose printed English debate subjects such as the economics and business, current concerns and global warming, etc. to discuss. On the other hand, I listened to an online pronunciation checker to improve my pronunciation of unfamiliar words." Agency is exercised by students in four ad hoc periods: They keep an eye out for any circumstances that could alter the outcome of an activity, both internal and external (cognitive, motivational, and affective components).

They set goals and design strategies for reaching them, and then monitor their progress. They set goals, devise a plan to achieve them, then monitor how successfully the plan is being carried out. If progress toward goals is delayed or otherwise unacceptable, they assess the components of the previous three phases to propose substantial,

strategic changes to knowledge and behavior. SRL and cognitive awareness are also influenced by the environment. That a description that emphasizes local material is effective for increasing student interest in learning English was approved (Butarbutar., R., et al, 2019). It had a higher impact on student performance than current technology (as argued by Butarbutar and Uspayanti, respectively, in their studies in 2021a and 2021b).

Attribution-related feedback

Self-regulated learning is aided by the use of attributional feedback. It is more likely that students will have a low self-esteem and not put in further effort if they attribute their difficulties to a lack of competence. People who are told that they can achieve better results by working harder may be motivated to do so and may gain confidence in their own abilities. A student's perspective of progress, motivation, and efficacy for future learning are all boosted when they are given effort feedback for earlier triumphs. Five individuals received positive evaluations on their speaking abilities, according to the results of the survey. "When I was completed delivering my argument themes, I asked my peers to provide me some guidance and comments, sometimes by vocal feedback per se," participant # P1 stated.

Verbalization

When it comes to this study's verbalization aspect, participants gain from verbalization since it helps them to focus on critical tasks while disregarding those that aren't. As a form of rehearsal, verbalization aids in the categorization and retention of knowledge. Vocabulary development is aided by having students identify and integrate information through verbalization. Children that struggle academically appear to benefit the most from verbalization. All pupils, even those with learning disabilities and those who have a hard time remembering information, have benefited. Verbalization may help these children work through assignments more methodically (Butarbutar, R., 2018). Vocabulary may not be necessary for kids who can handle the workload. In fact, verbalization can actually harm the performance of a youngster by diverting their focus from the core job. While the participant was being interviewed, he or she could be heard repeating this #P5. The fact that I've highlighted or colored in a grammar mistake in my journal signifies that this work will be double-checked using an offline and online dictionary, for example. Participants displayed verbalization while practicing on YouTube channels to see if it had any effect. It was found that only half of the participants verbalized their strategy before putting it into practice in answering questions. Self-efficacy and performance were both enhanced when a strategy was verbalized. They were unable to

meet the demands of verbalization, much less the challenges of the comprehension task (Nur, S., & Butarbutar, R. (2022). A lack of strategy encoding and retention may have resulted from these individuals placing their focus solely on the comprehension assignment.

Factor of free will

Classroom learning requires the ability to focus on and complete academic work in the face of a variety of potential distractions. It's a combination of both personal and environmental variables, such as confusion and shifting interests or objectives. We believe that the ability to maintain attention in the face of obstacles is a voluntary talent. SRL's volitional elements are the mechanisms that kick in when students encounter external or internal hurdles to academic development. P2 as a freshman, I've always been interested in joining the English club, and it's all down to my desire to avoid interfering with others' lives.

Learning that changes as you go along

We've all felt discouraged by "tough" coursework. A lot of people do it. There are some of us who can take it, and there are others who can't." Learners who are capable of adaptive learning are capable of managing their emotions, logic, and motivation in the face of adversity, while still achieving the learning goals they set out to achieve. Even though English is not my main focus, I agree with your sentiments. However, neglecting the spoken language is not an acceptable excuse. Managing, evaluating, and upgrading my knowledge will need flexibility on my part. Besides, # P3, # P4, and # P5 are the three digits. When it comes to your definition of belonging, we don't think you've got it quite right. Adaptive learning styles should be understood by both participants and students, according to the findings of this study.

Help-seeking information

Help-seeking information is another psychological aspect that has a significant impact on a student's endeavor to learn English as a second language. Many students who are unable to address their learning challenges on their own turn to their friends, family members, and so on for support. In addition, students try to get support from current resources, such as using the internet, YouTube, Google, and other social media to get information. It is also intended to enhance mastery and competence by only obtaining support needed to perform tasks on one's own. Seeking instrumental aid provides strategic value over the long term in this sense. Soliciting help in achieving learning objectives is seen as a method of taking control of one's environment. Self-adaptation in the face of difficulty or unfamiliarity by enlisting the assistance of others and

establishing a relationship between appropriate aid seeking and self-directed learning. Adaptive help seeking was described as a strategy of self-regulated learners that quickly seek assistance in response to a perceived lack of knowledge.

Discussion

Zimmerman & Schunk (2001) argue that a student's ability to learn and succeed despite apparent limits in mental aptitude, social context, or educational quality may be explained and described by SRL theories. These notions should also help explain and show why a learner may have difficulty learning despite apparent advantages in mental aptitude, social context, or educational quality. Students can improve their ability to speak by using metacognitive and motivational strategies; (2) can select, structure, or even create beneficial learning environments; and (3) can play a significant role in determining the type and amount of instruction they need, according to self-regulated learning theories.

As stated in the results of the study, the researcher agrees with the findings of prior empirical studies (Uztosun, 2020). When it comes to English as a second language, building positive affective reactions, raising interest in the material, and cultivating a positive mindset are all critical, according to Singh. SRL can influence students' motivation, goals, and adaptive learning strategies as well. Aregu (2013), which stresses the effects of enhancing self-regulated learning on speaking efficacy and performance in spoken and writing communication classes for second-year students, is relevant in light of goal setting. Later, he found that his findings are consistent with the self-regulated learning intervention, which controls for starting differences and takes into account the variability in speaking efficacy. Study results suggest a greater emphasis on self-regulated learning and improving speaking efficacy and performance should be placed on the process of teaching spoken communication. In order to improve one's ability to communicate, it is critical to have both high levels of SRL and cognitive awareness.

Metacognitive control, management, and activation were shown to be SRL aspects based on participant responses to the research. Metacognition, self-regulation, and SRL are all important concepts for academic success, and our findings in this area are bolstered by the work of (Alexander, 2008) and (Dinsmore et al., 2008) that emphasizes their importance. Metacognition and cognitive awareness have a school of thought in our study, as well (Boekaerts, 1996). The initial experiences and knowledge can activate cognition and metacognition to create SRL and cognitive awareness by elaborating and synthesizing adaptive learning techniques and efforts. As a result, the research revealed some of the efforts made by five participants, notably in terms of practicing and retrieving their excellent English speaking grades from their junior and senior high school years. As a result, individuals are able to activate and

improve their speaking abilities by using a wide range of online tools (Butarbutar, R., et al., 2021),

In a similar line, SRL elements such as voluntary, attributional feedback, verbalization, and adaptive learning can all help improve a speaker's performance. SRL is defined as a student-led effort to deepen and alter the associative network in content areas, as well as to track and enhance that process, because the results of the study could not be agreed upon. Messages sent and received since (Kuhl, 1984) In this context, the terms "self-control" and "volitional processes" are often used synonymously. After a choice has been made, these are the methods used to keep and carry out the intended course of action. Under specific conditions, pupils are likely to use volitional or metacognitive control components of self-regulated learning, according to Kuhl & Beckmann (1985). As a starting point, the task should be considered as difficult to do. This has nothing to do with the technical difficulty of the assignment. Competing action tendencies (i.e., other interests or goals), social pressure (perhaps from peers), and the student's present level of "state orientation" are all factors to consider. Self-regulation is systematically linked to the personality trait of state orientation, according to Kuhl. Students that are state-oriented are more prone to focus on external or internal states, such as bad past results or performance anxiety, when faced with competing goals or external pressure. Participants' willingness to conduct rigorous drilling outside of their major is an important part of our study because it elaborates as a cure for encouraging speaking performance.

However, a student who has decided to major in law will prepare for a respectable NUDC competition by, for example, practicing legal research and writing skills. Cognitive awareness is encouraged to activate self-regulated learning (SRL) in order to improve spoken communication (Butarbutar, R., & Sauhenda, A. F., 2020). According to us, students who lack willpower are unable to complete a challenging work at hand. According to the findings of the study, five individuals were found to seek a wide range of information using the existing instruments. So, for instance, #P2 was expressing the following: "The previous President Obama's Internet Voice of America speech piqued my interest in the English language (VOA). In addition, I looked for advice on how to improve my English debating skills on social networking sites like Facebook, WhatsApp, and Instagram (Nur, S., et al., 2022). I asked them for advice, and I believe it was useful." In line with the results of the study, we welcome and accommodate Zimmerman & Schunk's (2001) declaration that said help seeking information is a part of SRL and cognitive awareness. Several scholars, such as (Aleven et al., 2003), (Gourash, 1978), (Kuhl and Beckmann, 1985), (Schunk, 1994), (Schunk and Zimmerman, 1997), (Skinner and Madden, 2010), (Zimmerman and Schunk, 2003), (Zimmerman & Schunk, 2004), and (Zimmerman & Schunk, 2008), have emphasized the importance of seeking out

information and assistance in achieving academic success (Zimmerman & Schunk, 2011b).

CONCLUSION

This study concludes that empirical facts given in this academic research should be analyzed with caution when drawing conclusions, and various limitations should be taken into consideration. To be clear, there is a serious weakness in this study that must be addressed in future studies. A primary source of this limitation is the data gathering and storage method. Students' EFL speaking abilities can be improved by incorporating self-regulatory learning and cognitive awareness strategies. The SRL and cognitive awareness also sent participants off course during the NUDC competition, which was not the focus of the study despite the fact that they had some outstanding results.

ACKNOWLEDGMENTS

I would like thank the committee of 2nd Nasional Seminar of Faculty Teacher Training and Education, University of Musamus, academic year 2021/2022.

REFERENCES

Aksan, N., & Kisac, B. (2009). A descriptive study: Reading comprehension and cognitive awareness skills. *Procedia-Social and Behavioral Sciences*, 1(1), 834–837.

Aleven, V., Stahl, E., Schworm, S., Fischer, F., & Wallace, R. (2003). Help seeking and help design in interactive learning environments. *Review of Educational Research*, 73(3), 277–320.

Alexander, P. A. (2008). Why this and why now? Introduction to the special issue on metacognition, self-regulation, and self-regulated learning. In *Educational Psychology Review* (Vol. 20, Issue 4, pp. 369–372). Springer.

Aregu, B. B. (2013). Enhancing self-regulated learning in teaching spoken communication: does it affect speaking efficacy and performance? *Electronic Journal of Foreign Language Teaching*, 10(1).

Azizi, M., Nemati, A., & Estahbanati, N. (2017). Meta-cognitive awareness of writing strategy use among Iranian EFL learners and its impact on their writing performance. *International Journal of English Language & Translation Studies*, 5(1), 42–51.

Boekaerts, M. (1996). Self-regulated learning at the junction of cognition and motivation. *European Psychologist*, 1(2), 100–112.

Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31(6), 445–457.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. sage.

Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics*, 18, 102–123.

Butarbutar, R. (2018). Analyzing nonverbal communication in seminar presentatioN. *Magistra: Jurnal Keguruan Dan Ilmu Pendidikan*, 5(1), 038-047.

Butarbutar, R., & Andy Fenanlampir, C. (2019). Teaching Listening by Enhanced Inspiring Phenomenal Songs, a Case Study of Students Native Papua in Boarding School. *International Journal of Mechanical Engineering and Technology*, 10(3).

Butarbutar, R, Uspayanti, R., Manuhutu, N., & Palangngan, S. T. (2019). Analyzing of puzzle local culture-based in teaching english for young learners. *IOP Conference Series: Earth and Environmental Science*, 343(1), 12208.

Butarbutar, R., Uspayanti, R., Bawawa, M., & Leba, S. M. R. (2020, October). Mobile Assisted Language Learning. In *3rd International Conference on Social Sciences (ICSS 2020)* (pp. 390-392). Atlantis Press.

Butarbutar, R., Arafah, B., Marlina Raja Leba, S., Kaharuddin, K., F Sauhenda, A., & Monika, S. (2021). Using Mobile-Assisted Language to Encourage EFL Learning among Indonesian Learners of English. *Linguistica Antverpiensia*.

Butarbutar, R., & Sauhenda, A. F. (2020). Improving Students' Speaking Ability by Using Procedural Text. *Magistra: Jurnal Keguruan dan Ilmu Pendidikan*, 7(2), 125-136.

Butarbutar, R., (2021). Learner's perception of task difficulties in technology-mediated task-based language teaching. *Englia: Journal of Language, Education, and Humanities*, 9(1), 129–144.

Butarbutar, R. (2021). How does Technology Vocaroo Improve Students' Speaking Ability? A Study from Learner, Teacher, and Researcher's Perspective. *Journal of Positive Psychology and Wellbeing*, 5(3), 1635-1640.

Butarbutar, R. (2022). Improving Reading And Writing Literacy In English Text-Based Technology. In *National Seminar Of PBI (English Language Education)* (pp. 215-222).

Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2).

Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. *Qualitative Psychology: A Practical Guide to Research Methods*, 222, 248.

Csizér, K., & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, 55(4), 613–659.

Dinsmore, D. L., Alexander, P. A., & Loughlin, S. M. (2008). Focusing the conceptual lens on metacognition, self-regulation, and self-regulated learning. *Educational Psychology Review*, 20(4), 391–409.

Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

Gourash, N. (1978). Help-seeking: A review of the literature. *American Journal of Community Psychology*, 6(5), 413.

Gromik, N. A. (2012). Cell phone video recording feature as a language learning tool: A case study. *Computers & Education*, 58(1), 223–230.

Grueyon, E., Hubbard, L., Smith, C., & Dawes, L. (2014). *Teaching speaking and listening in the primary school*. David Fulton Publishers.

Harmer, J. (2001). *The practice of English language teaching*. England: Pearson Education Limited.

Harmer, J. (2007). *How to teach English: new edition*. Harlow: Pearson Education Limited.

Kuhl, J. (1984). Volitional aspects of achievement motivation and learned helplessness: Toward a comprehensive theory of action control. In *Progress in experimental personality research* (Vol. 13, pp. 99–171). Elsevier.

Kuhl, J., & Beckmann, J. (1985). Historical perspectives in the study of action control. In *Action control* (pp. 89–100). Springer.

Leba, S. M. R., Butarbutar, R., & Werang, B. R. (2021). Exploring the English Learning Strategies of an Indigenous Papuan Student of Indonesia. *Qualitative Report*, 26(9).

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Nejabati, N. (2015). The effects of teaching self-regulated learning strategies on EFL students' reading comprehension. *Journal of Language Teaching and Research*, 6(6), 1343.

Patton, M. Q. (2002a). Qualitative interviewing. *Qualitative Research and Evaluation Methods*, 3(1), 344–347.

Nur, S., & Butarbutar, R. (2022). Empowering EFL learner's Self-efficacy through Collaborative task-based Instruction: A Critical Review. *VELES Voices of English Language Education Society*, 6(1), 118–129.

Nur, S., Butarbutar, R., Ardiningtyas, S. Y., & Alimuddin, A. H. A Systematic Review on Integrating MALL in English Language Teaching. *ELT Worldwide: Journal of English Language Teaching*, 9(1), 56-69.

Patton, M. Q. (2002b). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261–283.

Patton, M. Q. (2005). Qualitative research. *Encyclopedia of Statistics in Behavioral Science*.

Robbins, S. B., & Patton, M. J. (1985). Self-psychology and career development: Construction of the Superiority and Goal Instability scales. *Journal of Counseling Psychology*, 32(2), 221.

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 41-51.

Schunk, D H. (1994). Self-regulation of self-efficacy and attributions in academic settings, D. Schunk, BJ Zimmerman.(Der.). *Self-Regulation of Learning and Performance*. New Jersey: Lawrence Erlbaum Associates Publishers.

Schunk, Dale H, & Zimmerman, B. J. (1997). Social origins of self-regulatory competence. *Educational Psychologist*, 32(4), 195–208.

Setiyadi, A. G. (2020). Teaching English as a foreign language.

Skinner, B., & Madden, M. C. (2010). Help seeking in English language learning. *ELT Journal*, 64(1), 21–31.

Suharno, S. (2010). Cognitivism and its implication in the second language learning. *Parole: Journal of Linguistics and Education*, 1, 72–96.

Takeuchi, O. (1993). Language learning strategies and their relationship to achievement in English as a foreign language. *Language Laboratory*, 30, 17–34.

Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754.

Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

Uspayanti, R., Butarbutar, R., Hiskyah, H. J., & Ainani, A. F. (2021). Local Wisdom and its Implication for Nature Conservation. *Review of International Geographical Education Online*, 11(5), 292–302.

Uztosun, M. S. (2020). The development of a scale for measuring the self-regulated motivation for improving speaking English as a foreign language. *The Language Learning Journal*, 48(2), 213–225.

Van Maanen, J. (1979). Reclaiming qualitative methods for organizational research: A preface. *Administrative Science Quarterly*, 24(4), 520–526.

Werang BRW, B. R., & Radja Leba, S. M. (2022). Factors Affecting Student Engagement in Online Teaching and Learning: A Qualitative Case Study. *The Qualitative Report*, 27(2), 555–577.

Zheng, L., & Huang, R. (2016). The effects of sentiments and co-regulation on group performance in computer supported collaborative learning. *The Internet and Higher Education*, 28, 59–67.

Zimmerman, B. J. (1989). Models of self-regulated learning and academic achievement. In *Self-regulated learning and academic achievement* (pp. 1–25). Springer.

Zimmerman, B. J., & Schunk, D. H. (2001). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.

Zimmerman, B. J., & Schunk, D. H. (2003). Albert Bandura: The scholar and his contributions to educational psychology.

Zimmerman, B. J., & Schunk, D. H. (2004). Self-regulating intellectual processes and outcomes: A social cognitive perspective. *Motivation, Emotion, and Cognition: Integrative Perspectives on Intellectual Functioning and Development*, 323–349.

Zimmerman, B. J., & Schunk, D. H. (2008). An essential dimension of self-regulated learning. *Motivation and Self-Regulated Learning: Theory, Research, and Applications*, 1, 1–30.

Zimmerman, B. J., & Schunk, D. H. (2011a). *Handbook of self-regulation of learning and performance*. Routledge/Taylor & Francis Group.

Zimmerman, B. J., & Schunk, D. H. (2011b). Self-regulated learning and performance: An introduction and an overview.